

## 1. Individual

### 1. 1-5

1. [Fordham Prep - Ahern](#)
2. [BC High - Drane](#)
3. [Belen Jesuit Preparatory - Bustamante](#)
4. [Fairfield College Preparatory School - Andrade](#)
5. [Colegio San Ignacio - Aponte](#)
6. [Jesuit Dallas - Stewart](#)
7. [St. Peter's Prep - Bleasdale](#)
8. [Regis Jesuit - Howard](#)
9. [Creighton Prep - Naatz](#)
10. [Jesuit HS Tampa - Davis](#)
11. [Marquette University High School - Carr](#)
12. [Cheverus - Burke](#)

### 2. [St. Louis University High School - Linhares](#)

### 3. 5-10

1. [McQuaid Jesuit - Dacey](#)
2. [Walsh Jesuit - Rafferty](#)

### 4. All years

1. [Xavier High School \(NYC\) - Sweeney](#)
2. [St. Joseph's Prep - Reid](#)
3. [Jesuit Sacramento - Caslin](#)
4. [St. Ignatius \(Cleveland\) - Buzzelli](#)
5. [Loyola School - Bolton](#)
6. [St. Ignatius College Preparatory - Molinelli](#)
7. [U of D Jesuit High School - Shubnell](#)

## 2. Group

### 1. [St. Louis University High School - Linhares](#)

### 2. Department

1. [Gonzaga Preparatory School - Duchesne](#)
2. [St. Paul's High School - Lewin](#)

3. [St. Xavier - Wiegele](#)
4. [Canisius High - Pecoraro](#)

### 3. Team

1. [Bellarmino Prep - O'Connor](#)
2. [Strake Jesuit - Norkus](#)
3. [Bellarmino College Prep -Torna](#)
4. [Loyola Academy - Gregg](#)

### 3. Community

#### 1. Local

1. [Saint Ignatius College Prep - Tyrrell](#)
2. [Rockhurst High School - Owsley](#)
3. [Brophy Prep - Walsh](#)
4. [Brebeuf - LaMaster](#)
5. [DeSmet - Musso](#)

#### 2. Regional

1. [Loyola Blakefield - Flanigan](#)
2. [Jesuit Portland - Love](#)

Fordham Prep - Ahern

**Thread: PROFESSIONAL**

**Subgroup: INDIVIDUAL**

**Foci: 0-5 YEARS**

**Program Title: NON-TENURED PORTFOLIO**

**Contact Person/Office: DENNIS AHERN**

**School : FORDHAM PREPARATORY SCHOOL**

**Program Description:** Each non-tenured teacher (0-5 years) creates a portfolio at the end of every year consisting of copies of all reflection papers; opening handouts for students and for parents; a syllabus for each course taught; materials for two lessons which demonstrate Ignatian Pedagogy, including handouts, assessments and samples of student work plus an explanation of how these lessons demonstrate Context, Experience, Reflection, Action, and Evaluation; copies of class visit reports from the chairperson and administrators; a summative evaluation from the chair (Years 1 and 2 only); a 1-2 page reflection which provides context for, and analysis of, the materials included in the portfolio, brief reviews the year, and a description of any goals for next year; a list of the extra-curricular events and sporting events attended during the year in order to model school spirit and to show support for the *complete* education of students; some kind of explanation of the *Palancas* [a brief note of encouragement sent to a retreatant] written this year; the results of student surveys and a brief reflection focusing on what the teacher was proud of which the students noticed, and what the teacher would like to improve based on their responses; a list of meetings or programs, especially JSEA sponsored events, in which the teacher participated during the year; a brief reflection on the peer visit made that year; any other materials the teacher feels reflect efforts and demonstrate achievements. This document is read and extensively commented on in writing by the Assistant Principal for Professional Development and both documents are passed on to the

Principal who also comments in writing. All 3 documents are returned to the teacher and used in the yearly evaluation of the teacher by the Principal.

**Rationale:** Teachers who are beginning, accomplishing, and completing their journeys toward tenure need guidelines for the full range of expectations a Jesuit school has; they need the opportunity to reflect on the success of each yearly journey; and they need to hear from school leaders on their view of those journeys.

**Leadership:** This program was developed under the leadership of the Principal, Bob Gomprecht in consultation with the Assistant Principal for Professional Development and Supervision, Dennis Ahern; and the Assistant Principal for Academics and Student Life, Theresa Napoli. Each year the same 3 people review and amend the document as needed.

**Implementation:** The program was implemented by Bob Gomprecht, the Principal, and is managed by Dennis Ahern, the Assistant Principal for Professional Development and Supervision.

**Processes and Resources:** Participants are given a folder at the beginning of each year in which they keep examples of their work and which contains expectations, various worksheets for assistance, and chapter dividers for their portfolios so it is clear what they are building throughout the year.

**Finances:** The salary of the Assistant Principal for Professional Development and Supervision.

**Rewards:** No monetary benefits are awarded for participation. Completion is required for tenure, however.

**Time (When/Length):** This program was begun in September '05 and has continued since.

**Location (Space):** There is an office for the Assistant Principal for Professional Development and Supervision. The program itself, though, needs no location space, but it is often referred to in, and strongly supported by, the once-a-(6-day) cycle meeting program which is participated in by all

non-tenured teachers, the principal, both assistant principals, and a veteran teacher. That meeting takes place in the Library Seminar Room.

**Accountability/Assessment:** The effectiveness of the program is assessed by the reading of the portfolios which are turned in at the end of May. The Assistant Principal for Professional Development and Supervision makes a general oral report to the faculty on the portfolios at the first faculty meeting in September, stressing the highlights from the previous year.

BC High - Drane

**Thread: Professional**

**Subgroup: Individual/Group**

**Foci: 1-5 years**

**Program Title: New Faculty Orientation**

**Contact Person/Office: Charlie Drane**

**School : BC High**

**Program Description:**

**Our new faculty members participate in a three-day orientation in August before they begin teaching. Then, during the school year, they meet each cycle (about 20 times) with various members of the school community (Academic VP, VP for Mission and Identity, VP for Student Affairs, Guidance) to introduce them to different aspects of the school. (All new faculty members have the same free period to make this work.)**

**Rationale:**

The transition to a new school can be difficult and for those not exposed to Jesuit education the transition to BC High can be even more daunting. Four of the 10 meetings are with the VP for Mission and Identity so that they get a solid foundation in our Jesuit background.

**Leadership:**

The program was initiated by the Academic Vice Principal with the support of the Principal and President.

**Implementation:**

The Academic Vice Principal coordinates the program and also conducts four of the sessions.

**Processes and Resources:**

Aside from scheduling, the process is straight forward. The resources provided are Jesuit documents and other handouts from the specific presenters.

**Finances:**

Aside from a reception at the end of the August orientation, there are no costs for this program.

**Rewards:**

This program has led to better integration of the new faculty members and better adherence to the school's policies and understanding of its practices.

**Time:**

**When**

**Length**

The program has existed for about seven years (with modifications made each year). It takes place in August and then throughout the school year. Each session is about an hour long.

**Location**

**Space:**

Various school meeting spaces are used.

**Accountability/Assessment:**

The program is assessed informally in the success of the new faculty members becoming part of the school community. Retention of faculty

members has been good, although this program cannot be credited with that alone.



Belen Jesuit Preparatory - Bustamante

**Thread:** Professional

**Subgroup:** Individual/Group

**Foci:** 1-3 years

**Program Title:** Ordo Formationis

**Contact Person/Office:** Patty Bustamante

**School :** Belen Jesuit Preparatory

**Program Description:** The Ordo Formationis Program was created to provide immediate support and guidance to incoming teachers. This 3-year program facilitates teachers as they go from Year 1: Nuts and Bolts of School Procedure/Culture, Year 2: Ignatian Education/Pedagogy to Year 3: Ignatian Spirituality

**Rationale:** About 15 years ago this program was developed after several suggestions were made by a representative group of all stakeholders. This in-house professional development experience is meant to walk teachers through the practical to the spiritual during a 3-year program.

**Leadership:** The program was originally developed by a committee of teachers. At this time the Director of Professional Development oversees that meetings take place on the first Tuesday of each month and that the topic for that meeting is prepared by a Faculty member.

**Implementation:** When this program originally began, the vice-principal of middle school oversaw the program. At this time Ordo Formationis is run by the Director of Professional Development in collaboration with various faculty members.

**Processes and Resources:** Director of Professional Development and presenters of topics presented during the 3-year program.

**Finances:** This program is free. All presenters are volunteers.

**Rewards:** All meetings include refreshments and snack. Florida certified teachers receive in-service points towards re-certification of their certificate. At the end of the 3 year cycle all teachers in the program receive a certificate of completion.

**Time (When/Length):** The program began in 1997. It was run under the original 4-year format. A few years later it became a 3-year program and it has remained that way until the present time. All faculty members in the Ordo Formationis program meet the first Tuesday of each month from 3:05-4:00pm.

**Location (Space):** All group meetings take place at school in one of our classrooms, meeting rooms, Chapel or at the Jesuit house.

**Accountability/Assessment:** At the end of each cycle, all participants are asked to complete an evaluation form.

Fairfield College Preparatory School - Andrade

**Thread: Professional**

**Subgroup: Individual & Group: Faculty entering second year of teaching at Prep**

**Foci:**

**2 nd year faculty**

**Modeling and Ignatian Repetition-3 rd , 4 th , and 5 th year faculty**

**Program Title: Seminar in Ignatian Pedagogy —“ *Thinking About Teaching, Teaching About Thinking: The Reflective Ignatian Educator*”**

**Contact Person/Office:** Donna Andrade, Academic Dean; Elliott Gualtiere, Director of Campus Ministry

**School: Fairfield College Preparatory School**

**Program Description:** Ignatian-specific instructional methodology helps to define us as *Jesuit* educators. We aim to form not solely excellent teachers, but excellent *Ignatian* educators.

Thus, the **Seminar in Ignatian Pedagogy—“*Thinking About Thinking: The Reflective Ignatian Educator*”** is a two-day, meta-cognitive workshop which spans the months of May -August:

May – one 2-hour workshop (Context):

Two 3<sup>rd</sup>, 4<sup>th</sup> or 5<sup>th</sup> faculty are asked to model and present IPP lessons they previously designed and implemented in their classroom to 2<sup>nd</sup> year faculty

June- early August (Experience, Reflection, Action):

Second year faculty write IPP Lessons (3 cycles or one unit or one chapter) modeled after the lessons presented by their peers in May. Second year faculty are asked to reflect upon which lessons they wish to modify,

enhance, or newly create. These faculty members are also instructed to reflect upon their first year of teaching at Fairfield Prep and make changes to their syllabi, grading system, classroom policies and procedures, and present these changes to their peers during the August component of the workshop.

As **prelection** for the August session of the Seminar, 2<sup>nd</sup> year faculty are also required to read over the summer:

Selections from Ignatius Knew (Rev. Ralph Metts, S. J.)

The Ignatian Pedagogical Paradigm Synopsis (JSEA, March 2006)

*Precis of Ignatian Pedagogy: A Practical Approach* (Korth, in Ignatian/Jesuit Pedagogy)

*The Heart of a Teacher: Identity and Integrity in Teaching* (Palmer, in Ignatian/Jesuit Pedagogy)

Writing the IPP Lesson (Andrade, 2008)

A packet of model IPP lessons (which includes all disciplines) written by FP faculty over the past 5 years

Mid- August —1 ½ days workshop (**Experience, Reflection, Action, Evaluation**)

Faculty **reflect** on their first year **experience** in order to appropriately discern which **actions** need to be taken to improve upon and/or enhance the teaching learning process in the upcoming academic year

The Seminar participants **present their IPP lessons** to their peers, Department Chairs, Principal and other administrators who provide constructive feedback and suggestions (**Evaluation**)

### **Rationale:**

1. To implement Ignatian charism and ways of proceeding into everyday classroom instruction—put **theory into practice**;

2. To **model** the IPP (in the format and content of the Seminar) to **teach** the IPP (**meta-cognitive**);
3. To provide 2<sup>nd</sup> year faculty with feedback and constructive criticism on the IPP cycle, unit or chapter lesson they've created; to cultivate an **adult learning community**;
4. To use Ignatian-specific methods which define us a Jesuit school;
5. To provide an opportunity for **reflection** on their first year **experience** so that 2<sup>nd</sup> year faculty appropriately discern which **actions** need to be taken to improve upon and/or enhance the teaching-learning process in the upcoming academic year;
6. To provide an opportunity for 2<sup>nd</sup> year faculty to **reconnect** and **renew relationships** with those colleagues with whom they participated in the previous summer's *New Ignatian Educators' Orientation*.

### **Leadership:**

There are **multiple levels of leadership** for this workshop:

The Academic Dean and the Director of Campus Ministry share responsibility for the content, planning, and execution of this workshop

Leadership is shared with teachers who completed previously completed the Seminar. During the May session of the workshop, 3<sup>rd</sup>, 4<sup>th</sup> or 5<sup>th</sup> faculty are asked to present to the participants: a) explain their rationale for the choice of their IPP lessons, unit, or chapter; b) reflect upon their thought process in doing so; c) provide an overview of the lesson, unit or chapter as it relates to the larger curriculum; d) discuss the presentation format for their IPP lessons, unit or chapter; e) model a component of the lesson during their presentation

The Seminar participants present their IPP lessons to Department Chairs, Principal and other administrators who provide constructive feedback and suggestions (Evaluation)

**Implementation:** This seminar was created by the Academic Dean in 2004. The position of Director of Campus Ministry was developed in 2004 and since 2006, he has co-facilitated this seminar with the AD.

The seminar has been “tweaked” every year and, depending on availability of Jesuit personnel, has also included components which make the connection between the *Spiritual Exercises* and the IPP explicit. The Academic Dean and the Faculty Chaplain are currently planning to **expand the seminar to two full days** in August 2013 and include an **overnight spiritual retreat** to be facilitated by the Faculty Chaplain/Rector of the Fairfield Jesuit Community, Rev. Paul Holland, S.J.

### **Processes and Resources:**

Modeling—**Context** (May)

Development of IPP Lessons, Units, Chapters

**Experience, Reflection, Action** (June- early August)

Presentations of IPP Lessons, Units, Chapter

**Experience, Reflection, Action** (mid-August)

Feedback & Suggestions--**Evaluation** (mid-August)

Primary Resource: Ignatius Knew, Rev. Ralph Metts, S.J.

**Finances:** The Jesuit Educators' Academy funds all of our programs for professional and Ignatian Formation. The total budget for the JEA is \$97,000 for the 2011-2012 academic year. **The budget for this program is: \$250.00 for two lunches.**

### **Rewards:**

Feedback and constructive criticism from Dept Chairs, Principals, Academic Dean, and peers.

A full month of lesson plans (3 cycles, 1 unit or 1 chapter) are completed before the academic year begins

Teachers have autonomy of choice in determining which IPP lessons they will create

Colleagueship, camaraderie; community building; fostering a learning community

**Time (When/Length):**

May – one 2-hour workshop (**Context**)

June- early August (**Experience, Reflection, Action**)

Mid- August —1 ½ day workshop (**Experience, Reflection, Action, Evaluation**)

**Location (Space):** The Media Presentation Room: A large, technology-ready, air-conditioned room that is functionable and comfortable (tables and chairs and be move and configured as appropriate)

**Accountability/Assessment:**

Completion of this Seminar is required for Tenure

Evaluated and validated by Department Chair, AD, Principal

Colegio San Ignacio - Aponte

<b>Thread:</b> Professional/Religious	<b>Subgroup:</b> Individual/group	<b>Foci:</b> First Year
<b>Program Title:</b> Formation Program for First Year Educators	<b>Contact Person/Office:</b> Ritmo Aponte, Assistant Principal for Professional Development, <a href="mailto:ritmo.aponte@sanignacio.pr">ritmo.aponte@sanignacio.pr</a> <b>School :</b> Colegio San Ignacio	
Program Description:	<p>Participation in the program is required for all first-year educators. It consists of two main foci: theory &amp; practice and Ignatian Pedagogy. <b>First semester:</b> Establish Ignatian context: Mission, Vision and core values. Study and understanding of documents, procedures (way of proceeding), regulations, Profile of the Ignatian Educator, standards, expectations, etc. as a means of making the first year experience more meaningful and seamless.</p> <p><b>Second semester:</b> In-depth study of Ignatian pedagogy (Characteristics, IPP, Ignatian tradition, Grad at Grad, etc.) to facilitate their integration into the day-to day school experience.</p>	
Rationale:	<p>The program was created as an induction process for new educators. Creating an environment where the person feels welcomed, embraced and guided, facilitates the adaptation process and should promote better performance. <i>Cura personalis</i> is a main ingredient of the support provided.</p>	
Leadership:	<p>The program was developed by the Assistant Principal for Professional Development with the feedback of the learning community.</p>	
Implementation:	<p>The collaboration of the Jesuit community, administrators, and faculty members with the Assistant Principal is key in order to model team work skills.</p>	
Processes andResources:	<p>Principal, assistant principals, faculty, administrators.</p>	
Finances:	<p>All participants are salaried employees. No additional stipend is provided. Additional financial support may be</p>	



	requested if needed.
Rewards:	Occasionally, food and drinks are included in the meetings. Positive feedback from participants who express a feeling of well-being and “being cared for” in a professional and personal way.
Time:WhenLength	The program began in 2008 and was modified in 2010 as part of the assessment and evaluation process. The Formation group meets once every cycle in the first semester for one class period. In the second semester, meetings are once a month and last two periods. All sessions are conducted during the school day.
Location Space:	All meetings are on campus (classrooms, auditorium, conference rooms...)
Accountability/Assessment:	Participants give constant feedback. Formal evaluation happens at the end of the program. The documents / work produced (e.g. IPP lessons, written reflections, feedback) are part of the assessment considered for next year’s planning.

Jesuit Dallas - Stewart

**Thread:** Professional

**Subgroup:** Individual/Group

**Foci:** 1-5 years/Novice through Veteran

**Program Title:** New Teacher Orientation

**Contact Person/Office/School :** Elise Stewart, Director of Faculty Development (estewart@jesuitcp.org)

**Program Description:** Our program provides assistance and feedback from veteran mentors, rising seniors, former new teachers, and assistant principals to the newest members of our learning community. The goal of the 3 days is to offer developmentally appropriate preparations for the first day of class, the first week of class, as well as the first six weeks of class. After the school year begins, the new teachers continue to meet with their mentors on an “as needed” basis in their departments. There are monthly meetings with the entire group of mentors and mentees to further flesh out pertinent pedagogical topics. The new teachers also have standing meetings occurring every 3 weeks with the Director of Faculty Development to evaluate the teacher’s progress and delineate next actions according to his/her individual needs.

**Rationale:** The program was developed to more intentionally guide the differentiated developmental needs of our incoming new faculty prior to the first day of school.

**Leadership:** The program is led by the Director of Faculty Development and co-chairs from the English and Social Studies departments.

**Implementation:** The Director of Faculty Development adapted the program from a Colloquium presentation by St. Joseph’s prep in Philadelphia in 2001 in collaboration with the principal and the assistant director.

**Processes and Resources:** Elise Stewart, Michael Degen, Casey Profitt, Fred Younkman, and Mike Knize

**Finances:** Each veteran mentor is provided a stipend of \$500 per scholastic year.

**Rewards:** The promise of individual progress mixed with group progress. The entrance into a collaborative learning community that practices the concepts of sound pedagogy as well as the tenets of Ignatian education.

**Time (When/Length):** The program began in 2001. It ran for 7 years with few modifications. In 2009 we revised the process of teacher lesson feedback and added the “New Teacher” share component. We also changed the timing from 3 consecutive days to 2 consecutive days, one day without meetings followed by a weekend, and then the final day.

**Location (Space):** All meetings are held in locations on campus.

**Accountability/Assessment:** The program is assessed through individual evaluations at the end of the first full week of school and through one-on-one meetings with the Director of Faculty Development.

St. Peter's Prep - Bleasdale

**Thread: Professional,Personal,Religious**

**Subgroup: Individual/Group**

**Foci:1- 5 years**

**Program Title: Faculty Formation. 1st year faculty, New Faculty Orientation**

**Contact Person/Office: Jane Bleasdale, Director of Faculty Formation**

**School : Saint Peter's Prep**

**Program Description:** The first year faculty formation program emphasizes orientation to the school policies, practices and mission, as well as personal formation. The program includes an introduction to Ignatian Spirituality, Ignatian pedagogy, one-on-one mentoring, and end of year retreat. The program follows a cohort model, meeting weekly in the first semester and monthly in the second semester

**Rationale:** The new faculty orientation is formulated to reflect new faculty past experiences i.e. A first year teacher or an experienced teacher. The summer orientation focuses on Prep's policies and practices. There is a gradual introduction for those new to Ignatian spirituality and a one day workshop on Ignatian Pedagogy in October for everyone ( during PSAT day)

**Leadership:** The program is led by the director of faculty formation, with presentations by other members of admin team, new faculty also meet individually with the faculty chaplain. The program was developed by the director of faculty formation with input from faculty and administrators.

**Implementation:** The new faculty orientation program has existed in various forms for many years. The program's current form was introduced in the school year 2008 – 2009 and has been reviewed and revised annually.

**Processes and Resources:** The director of faculty formation leads the program with support/input from other administrators.

**Finances:** The director of faculty formation is a full time administrator position, (10 month). In the first semester at least 50% of the director's time is dedicated to new faculty. There is a budget for resources, books, food, retreat house ( average cost is \$5000)

**Rewards:** Food and drinks are served at all after school or lunchtime meetings, new faculty are invited to dinner with the principal at the mid-point of the year, as well as a social at the end of marking period 1 and 3. At the end of the year there is a one day retreat with an optional overnight at a retreat house at the 'shore'.

**Time (When/Length):** The program begins in June with a one day optional introductory meeting for new hires. ( this was added in 2011) New faculty orientation is three full days in August, concluding with mass and a social event. ALL new faculty attend a weekly meeting after school for the first semester, the purpose is twofold. 1) to continue introduction of practices and policies at Prep. 2) Using the cohort model to form relationships and a support system. Faculty new to teaching meet in small groups during an assigned non-teaching period with the director of faculty formation for pedagogical discussions and professional development. This includes peer observation, lesson planning, classroom management, and development of assessments and any issues that arises.

**Location (Space):** The director faculty formation has an office and meeting space for small group meeting. The full group can meet in the faculty dining room when needed

**Accountability/Assessment:**

The program has been assessed several ways.

1. Online survey for all participants in the middle of the year and at the end of the year
2. In meetings and discussion with department chairs, vice principal , principal, president

3. Indirectly through student surveys, also online

Regis Jesuit - Howard

**Thread:** PERSONAL, PROFESSIONAL and RELIGIOUS

**Subgroup:** INDIVIDUAL

**Foci:** 1 – 5 Years

**Program Title:** New Ignatian Educator Training

**Contact Person/Office:** Jim Broderick King  
([jbroderickking@regisjesuit.com](mailto:jbroderickking@regisjesuit.com))

**School :** Regis Jesuit High School Boys and Girls Divisions.

**Program Description:** An orientation program for all teachers and staff new to Regis Jesuit which provides opportunities to New Ignatian Educators for personal, professional and religious growth in their first year at RJHS

**Rationale:** New Ignatian Educators are coming to RJHS from different backgrounds, some with experience of Jesuit education, some without, some with professional experience, some without and some with strong religious backgrounds and faith traditions and some without. The NIE program attempts to bring this group of people together under the guidance of the mission of RJHS.

**Leadership:** The program was developed by the Principal and Assistant Principal in the early 1990s. They brought NIEs to school two weeks early in the fall to learn about the culture at RJHS and their place in it.

**Implementation:** Initially, the Principals and Assistant Principals implemented the program in collaboration with Department Chairs. Currently the Formation Team works in concert with the Ignatian Identity Coordinator to implement the program.

**Processes and Resources:**

Jim Broderick King, Ignatian Identity Coordinator

Katherine Fay, Director of Human Resources

Mike Meagher and Skip Jensen, Assistants to the Principal (GD)

Craig Rogers, Assistant Principal for Faculty and Curriculum (BD)

**Finances:** There is a significant budget associated with the NIE Program.

**Rewards:** The rewards of the NIE Program are primarily realized in offering space and time for personal growth of our NIEs. They learn how they fit into the overall picture of RJHS or, just as critically, if they do not.

**Time (When/Length):**

Five full days in the fall

Monthly hour long meetings during the school year

**Location (Space):**

Houlihan Conference Room

**Accountability/Assessment:**

Each year the Formation Team discusses the efficacy of the NIE Program at the end of the school year

NIEs complete surveys concerning their personal growth in the program

Principals discuss the overall program with the Assistant Principals



Creighton Prep - Naatz

**Thread:** Professional

**Subgroup:** Individual

**Foci:** 1<sup>st</sup> Year Teachers

**Program Title:** New Ignatian Educators Training

**Contact Person/Office:** John Naatz

**School :** Creighton Preparatory School

**Program Description:** The program is a primer for Jesuit Education for first year teachers. Once each month (August through March) students are exposed to the life of St. Ignatius, The Ignatian Pedagogical Paradigm, the Jesuit Secondary Education Association, the schools of the Wisconsin-Chicago-Detroit Provinces, teaching in a single sex environment and Junior Family Conference training. Each month, a packet of information and a reading assignment in David Fleming's What is Ignatian Spirituality? assigned

**Rationale:** The first year teachers are exposed, albeit quickly, to Jesuit education and Ignatian Spirituality. They also form a support group for each other.

**Leadership:** The principal and the Director of Mission/Identity are the key contributors to the program.

**Implementation:** The program was developed in the Missouri Province. Schools of the Wisconsin Province "twinned" with Missouri using the curriculum which concluded with a New Ignatian Educator Retreat.

**Processes and Resources:** New Ignatian Educator Manual (including articles from JSEA Foundations-The Preamble, Profile of the Graduate at Graduation, Ignatian Pedagogy: A Practical Approach) What is Ignatian Spirituality?, PBS Raising Cain, The Life of St. Ignatius of Loyola, by

Norman O'Neal, S.J., Ignatian Project by Paul J. Hanley, CBS 60 minutes report on Cristo Rey, Chicago, Do you Speak Ignatian?

**Finances:** \$5000 is provided from the professional development budget for materials, supplies, hospitality, and fees for the summer Ignatian Themes Workshop.

**Rewards:** Knowledge in the vocabulary of Jesuit education, unlocking the mysteries of the many anachronisms used in our school. All meetings provide food and drink. In January, the NIE's are invited to attend Mass, social and dinner with the Jesuits in their community.

**Time (When/Length):** Once each in August-March. 3:00 p.m. to 4:30 p.m. Ignatian Theme Workshop is a two day experience in June.

**Location (Space):** The sessions are held in the Creighton Room, a large board room equipped with Smart Board technology and a large whiteboard.

**Accountability/Assessment:** New teachers are required to attend these sessions and participate in the Ignatian Themes Workshop to indemnify renewal of contract.

Jesuit HS Tampa - Davis

**Thread: Professional**

**Subgroup: Individual/Group**

**Foci: 1-3 years**

**Program Title: New Teacher Program**

**Contact Person/Office: Paul Davis, Director Faculty Development ( [pdavis@jesuittampa.org](mailto:pdavis@jesuittampa.org) ); Janet Blackburn, Asst. Principal for Academics ( [jablackburn@jesuittampa.org](mailto:jablackburn@jesuittampa.org) )**

**School: Jesuit HS Tampa, FL**

**Program Description:** The New Teacher Program is a multi-dimensional program for faculty in their first three years of teaching at Jesuit. The program encompasses orientation; formal and walkthrough observations by a support network including all administrators, department heads, director of faculty development, and mentors with follow-up dialogue with new teacher; Ignatian Educators Seminars; the mentoring program; and an end-of-the-year formal reflection and self-evaluation and follow-up meeting with the Director of Faculty Development (DFD).

This extensive support network provides insight and advice to each newly hired teacher on how he or she may succeed as an educator and attain his or her professional goals and develop his or her methodologies, style, and gifts. Mentors and all members of the mentoring team are prepared to lend academic assistance and to help new teachers to acclimate to Jesuit High School's conglomeration of traits and peculiarities as well as to prepare them for processes and procedures and upcoming events.

**Rationale:** The Jesuit High School Faculty Development Committee developed the New Teacher Program in response to concerns faculty voiced to the faculty council that new teachers need more thorough and effective teacher development and mentoring. Procedures and practices had been in

place, but teachers recognized the need for a more comprehensive and consistent support structure.

**Leadership:** The program was developed by two lead teachers in collaboration with the Professional Development Committee with oversight by the Assistant Principal for Academics (APA). After conducting surveys of the faculty, the committee formulated an overview of an effective program. Two lead teachers were the primary authors of the New Teachers Program document and the “Mentor’s Handbook.” The Director of Campus Ministry, with help from lead teachers and school President, developed the Ignatian Educator Formation component of the program. The Principal and the APA have developed a comprehensive orientation to the workings of the school involving administrators, directors, and mentors.

**Implementation:** The Principal and APA oversee formal classroom observation processes. The Director of Campus Ministry leads Ignatian Spirituality seminars. The DFD oversees the Mentoring Program.

**Processes and Resources:** Experienced teachers serve as individual mentors, and a full committee serves as a mentoring team. The mentoring program acknowledges that the first year of teaching at Jesuit can be quite different for young or older teachers, male or female teachers, coaches and non-coaches, lay teachers and clergy, etc. It serves new teachers well to have mentoring relationships that are compatible and diverse.

Consequently, Jesuit’s mentoring program puts into place a mentoring team to create accessibility to a broader support network. In so doing, the program promotes collegiality among all new teachers and a group of supportive, experienced teachers.

The Director of Campus Ministry, members of the faculty, and members of the religious community lead discussions of essential Jesuit documents in the Ignatian Educator Formation program.

**Finances:** Lead teachers have attended professional development opportunities such as national conferences (JSEA Colloquium a case in point) to explore programs in place for new teachers and for the art of mentoring. With the assistance of an experienced administration and input from faculty, these teachers have put into place a program flexible enough

to evolve year by year. Funding is supplied by the Professional Development budget or department budgets.

**Rewards:** New teachers are introduced to their mentors and to the entire mentoring team at a social gathering in the late summer. The purpose of this gathering is to make new teachers aware of the broader support network in place to assist them and to provide them the opportunity to consult with their mentors about concerns before the school year actually begins and to do so in a relaxed and friendly atmosphere. Lunches are supplied during teacher preparation week when mentors work closely with new teachers to assist them in their preparations.

**Time (When/Length):** The program in its current form has been in place for three years. Under the APA initial orientation has always been thorough. Prior to the current program mentoring did take place but in a much less structured, coordinated, and comprehensive form.

**Location (Space):** Ignatian Educator seminars take place before school, bagels and coffee generously supplied. Mentors and new teachers find common time to meet on a weekly basis, in some cases more frequently. Discussions with the DFD take place weekly during the early part of the school year and periodically throughout the school year. Administrators and department heads observe new teachers adhering to a documented timeline.

**Accountability/Assessment:** The DFD has periodic meetings with new teachers and with mentors to discuss progress and procedures. Director also conducts an end of the year meeting with all new teachers as a group as well as an end of the year meeting with all mentors. All points of discussion are accounted for in separate reports and shared with the Principal and APA. Modifications to the program have been made in response to observations and needs raised by new teachers and mentors.

Marquette University High School - Carr

**Thread:** Professional

**Subgroup:** Individual

**Foci:** New to School 1-5 yrs

**Program Title:** Faculty Formation Program

**Contact Person/Office & School:** Mark Carr, S.J. (AP for Instruction)Marquette University High School

**Program Description:** The **Faculty Formation Program** is required of all full-time pre-tenured teachers (i.e., those teachers in yrs. 1-5) includes three foci: (i) ongoing orientation to the school (for yr 1 teachers), (ii) **professional development**, and (iii) spiritual/religious formation.

**Rationale:** (1) Recent high turnover rates of faculty (resulting from retirements) and the addition of new faculty positions. (2) Many new hires lacking a strong background in the Catholic faith and Jesuit/Ignatian tradition. (3) Desire to be more intentional about professional development and the tenure process. (4) Instill certain professional development practices into the school's culture. (5) Recently adopted "Criteria for Tenure" from the Board specifies "taking part in a 5-year Ignatian faith formation program."

**Leadership:** Developed by Mark Carr, S.J. (Asst. Principal for Instruction (AP-I)) and Janice Kofler (Employee Chaplain) for the 2010-2011 school year. It has less comprehensive predecessor programs. M. Carr and J. Kofler continue to lead the program. M. Carr oversees the whole program.

**Implementation:** The AP-I and Chaplain implemented the program. Two significant parts of implementation involved (i) establishing a program curriculum and (ii) scheduling teachers so that meeting can occur during the school day

**Processes and Resources:** In 2010-2011 an outside teaching coach presented at some faculty formation sessions. With the addition of a Jesuit who serves as a part-time Mission Associate, the program envisions relying on him for parts of the program.

**Finances:** The AP-I and Chaplain (part-time) are salaried positions as too is the Mission Associate. The teaching coach is paid from Title funds.

**Rewards:** Participation in the program is required.

**Time (When/Length):** Began in 2010. Currently runs. Faculty Formation groups meet twice each week during commonly scheduled free periods: ASC (Alumni Service Corps), 1<sup>st</sup> yr, 2<sup>nd</sup>-3<sup>rd</sup> yrs, 4<sup>th</sup>-5<sup>th</sup> yrs. (Some weeks, one meeting will be designated as a reading day (the groups does not meet this day) and the other day a meeting day.)

**Location (Space):** The program runs at MUHS in one of the conference rooms.

**Accountability/Assessment:** Occasionally program participants are asked to assess the program or particular parts of it. The AP-I and Chaplain meet quarterly with the school Principal.

Cheverus - Burke

**Thread:** Professional

**Subgroup:** Individual/Group

**Foci:** Faculty and Staff

**Program Title:** No Child Left Behind Equitable Share

**Contact Person/Office:** Bill Burke, AVP

**Program Description:** The Portland (ME) Public Schools provide Cheverus High School with an equitable share of its NCLB Title IIA Grant money which is then used for professional development purposes.

**Rationale:** The money received from the grant for the 2011-2012 fiscal year is being used to support professional development in the following areas: aligning curriculum in core content areas, ensuring that all staff members are highly qualified (supporting advanced degrees) and establishing a framework for a collaborative approach to professional development.

**Leadership:** The decision to support professional development in the areas listed above was determined by the academic administration and then submitted by the Academic Vice-Principal to the NCLB coordinator for the Portland Public Schools for approval.

**Implementation:** The program is implemented by the Academic Vice-Principal with the support of the NCLB coordinator. The AVP and the coordinator determined that the equitable share would be divided amongst the following projects: support for advance degrees, attendance at Symposium 2012 and compensation for curriculum development.

**Processes and Resources:** The AVP initiates all access to the available funding and coordinates all paperwork associated with each defined project.

**Finances:** The formula used to calculate the equitable share made it possible for the school to receive approximately \$20000 during the 2011-



2012 fiscal year.

**Rewards:** Two faculty members pursued, and one completed, graduate study for an advanced degree, attendance at Symposium 2012 was covered completely and faculty members engaged in curriculum development were paid an hourly rate of \$26.96 per hour.

**Time (When/Length):**

Graduate course work was completed during the summer of 2011.

The first phase of curriculum development has been ongoing since June 2011 and will conclude in May of 2012.

The Symposium, well you know.

**Location (Space):** There was no specific location/space provided to implement these initiatives.

**Accountability/Assessment:**

Teachers pursuing coursework were required to submit goal statements and course reflection documents.

Performance reports submitted to Portland Public Schools.

## St. Louis University High School - Linhares

### FORMATION ASSISTANCE PLAN

#### St. Louis University High School

A Formation Assistance Plan may be used when an evaluator determines that the performance of an employee does not meet expectations in one or more of the hallmarks, standards or performance indicators or in performance of job responsibilities. A Formation Assistance Plan may be initiated at any time and is intended to be used in addition to, not in lieu of, the normal formation process. It is the goal of the Formation Assistance process to provide the guidance and support necessary to correct the problem, change the behavior and develop the skills necessary for the employee to succeed.

A Formation Assistance Plan is not a prerequisite for termination. Occasionally a performance problem may occur which is of such significance that it could result in termination of the employee with or without this plan. The Principal may recommend the termination of an employee at any time, pursuant to federal and state laws.

The Formation Assistance Plan should be related directly to the hallmarks, standards and performance indicators and fulfillment of job responsibilities.

Time Frame-The time frame for the Formation Assistance Plan should be determined based on the nature of the problem and on the length of time necessary for demonstrated improvement to be achievable and visible. Periodic meetings will be conducted to review progress and to discuss any adjustments needed. The time frame and dates for review will be stated on the Formation Assistance Plan form.

Focus- If more than one performance problem exists, the Formation Assistance Plan should focus on the most critical issues first. A separate Section A should be completed for each identified concern. Lesser concerns should be dealt with in subsequent Formation Assistance Plans.

Completion and Continuance- It is important to note that the employee is not considered to have successfully completed the Formation Assistance Plan unless the required improvements are demonstrated successfully and consistently and the change or improvement is sustained over time. There is an expectation for continuance of the higher level of performance that has been achieved. If the employee fails to sustain the improvement over time, it could result in immediate termination.

Final Recommendation - At the conclusion of the time frame noted on the Formation Assistance Plan, the supervisor must make one of the following recommendations in writing:

- Recommendation that the employee return to the normal formation process due to successful performance improvement
- Recommendation that the employee continue on a new, modified plan due to partial performance improvement
- Recommendation that the employee be terminated due to inadequate progress being made toward meeting the performance expectations of St. Louis University High School

Appeal - The employee may appeal the recommendation made by the supervisor and may request a meeting with the President to discuss the appeal. The Principal has the final decision-making authority in all matters pertaining to evaluation and performance recommendations.

Administrative process – When a supervisor determines that a Formation Assistance Plan is necessary for an employee, that supervisor shall meet with **Assistant Principal for Mission** to assure that correct procedures are followed and that the Formation Assistance Plan is well developed and appropriately implemented. The supervisor shall meet again prior to making the final recommendation at the conclusion of the Formation Assistance Plan.

The original copies of all Formation Assistance Plan documents will be forwarded to the **Principal** and **Assistant Principal for Mission** and maintained in employee personnel files.

**SLUH Professional Assistance Plan**

Faculty/Staff Name:

**A. Area(s) of Professional Responsibility that plan addresses:**

**B. Specific Focus Issue(s) to be Addressed:**

**C. Plan**

A. Description of process that will be used:

B. Roles for Particular Persons Involved

C. Time-line for Completion of Plan:

D. Method (s) Used to Evaluate Completion of Plan:

McQuaid Jesuit - Dacey

**Thread:** professional/religious/personal

**Subgroup:** individual

**Foci:** 6-15 yrs, 15+

**Program Title:** Professional Development

**Contact Person/Office:** Janet Dacey/ Dir of Prof Dev and Ignatian Formation/McQuaid Jesuit

**Program Description:** The purpose of the Professional Development Program at McQuaid Jesuit is to support the growth and development of the faculty in their careers as Ignatian educators. We accept the Ignatian challenge of the 'magis' to carry out the mission of Jesuit education with a spirit of generous excellence. This education extends beyond academic excellence to include the development of young men who are guided by a profound sense of justice to serve God and humanity. Our work as educators in the Jesuit tradition requires a commitment to personal spiritual and intellectual growth. McQuaid Jesuit is committed to fostering the professional excellence of its faculty through participation in this program.

**Rationale:** Faculty members are to engage in at least one professional development opportunity per year. Over the course of three years, focal areas of professional, spiritual and personal growth will be addressed. The professional development program will model the Ignatian Pedagogical Paradigm (IPP), using the characteristics of context, experience, reflection, action and evaluation in our effort to refine our skills and expertise as Ignatian educators.

**Leadership:** The program was developed by the Director of Professional Development and Ignatian Formation, using materials from several Jesuit high schools to revise the existing PD requirements and align them with faculty contracts.

**Implementation:** The Dir of PD and IF is implementing the program with assistance from the Administrative team and department chairs.

**Processes and Resources:**

**Finances:** The addition of Professional Development responsibilities to the Ignatian Formation Coordinator's job made the implementation of this program possible

**Rewards:** Knowledge that a variety of PD opportunities are recognized and that the development of the whole person is celebrated.

**Time (When/Length):** Program adopted in 2011-12 school year. It will take three years to cycle through to include all faculty.

**Location (Space):** Varies

**Accountability/Assessment:** The yearly implementation of the program will be evaluated as the first year progresses. A full review will begin as the third year ends, with necessary modifications implemented as a second cycle begins.

Walsh Jesuit - Rafferty

**Thread: Professional**

**Subgroup: Individual/Group Learner Teachers 0 - 5 years**

**Foci: Veteran Teachers 5+ years**

**Program Title: Faculty Formation Cycle**

**Contact Person/Office: Assistant Principal for Formation and Professional Development**

**School: Walsh Jesuit High School**

**Program Description:** The purpose of the Faculty Formation Program is to enable teachers to set goal(s) in line with the *Profile of a Walsh Jesuit Educator* (2008) in order to foster personal and/or professional growth and contribute to the betterment of the Walsh Jesuit community.

**Rationale:** The program was developed to provide all Walsh Jesuit faculty members with consistent tools for assessment on pedagogical practices and strategies.

**Leadership:** The program is the result of conversations between school administrators, department chairs, and faculty over their concerns surrounding teacher evaluation.

**Implementation:** The assistant principal for formation and professional development implemented the program in collaboration with the principal and the assistant principal for academics.

**Processes and Resources:** *Profile of a Walsh Jesuit Educator*(2008) Developed as a result of the enthusiasm and encouragement of our 2007 JSEA Colloquium team.

**Finances: NA**

**Rewards:** Conversations about education and best practices between administration and teachers; teachers and their department chairs; teachers and their peers.

**Time (When/Length):** The new teacher formation began in the fall of 2009. This is the third year of implementation.

**Location (Space):** Conversations take place in offices of administrators, department offices after school or during department meetings.

**Accountability/Assessment:** All teachers submit a reflection on the following question: *What did I learn about myself, my profession, and others from the Administrative Evaluation/Peer Evaluation, and in what ways can this knowledge help me develop as a professional educator at Walsh Jesuit High School?*



Xavier High School (NYC) - Sweeney

**Thread:** Professional

**Subgroup:** Individual

**Foci:** All

**Program Title:** Excellence in Teaching Grants

**Contact Person/Office:** Joe Sweeney

**Program Description:** All teachers and counselors are invited to apply for grants to further their professional development over the summer. The applications for the grants are reviewed by a committee of faculty members and administrators. These grants often include stipends for airfare, room and board for extended domestic and international learning experiences. The experiences range from a simple weekend conference to month-long, international language immersion programs.

**Rationale:** The program intends to offer teachers the opportunity for self-directed professional development in ways that cannot be achieved during the time constraints of the normal school year.

**Leadership:** The program is directed by the Headmaster, but review and approval of the grants is made by a committee of faculty members and administrators appointed by the Headmaster.

**Implementation:** The program was implemented by a previous headmaster, Rev. David Ciancimino, SJ in the late 1990s.

**Processes and Resources:** Faculty apply for the grants by mid-March. They are reviewed by the committee by May.

**Finances:** The monetary allocation for each grant varies from grant to grant. Funding of the grants comes from the professional development budget under the direction of the headmaster.

**Rewards:** The experience itself.

**Time (When/Length):** The grants are given for professional development over the summer,. There is no minimum or maximum time limit.

**Location (Space):** Various

**Accountability/Assessment:** Headmaster and Dean of Faculty.

St. Joseph's Prep - Reid

**Thread: Professional**

**Subgroup: Individual/Group**

**Foci: primarily 1 -5 years;6-15 years; 15+ years**

**Program Title: Professional Degree 100% Tuition Reimbursement Program**

**Contact Person/Office:**

**School : Mr. Michael Gomez, Principal, St. Joseph's Prep, Philadelphia, PA**

**Program Description: St. Joseph's Prep encourages all teachers to further his/her education in a the discipline of graduate study in which the teacher educates. The program provides 100% reimbursement for the cost of courses, whether in an academic program (at a University) or courses related to a teacher's discipline through other operators.**

**Rationale:**

St. Joe's requires all full-time faculty to earn a Master's degree related to the subject matter in which the teacher teaches. A Master's degree is required in order to be considered for tenure.

A recent Strategic Plan developed by a team of teachers, administrators and staff concluded that professional development initiative must play a significant role in improving the community of teachers at St. Joseph's Prep.

**Leadership:** Currently the principal leads the program. Upon hiring, teachers are informed of the degree component for attainment of tenure. Through the Academic departments, Chairs play a role in advising programs based upon the courses each teacher will be expected to teach.

**Implementation:** Teachers find a program, sometimes encouraged by department Chairs. accepting and approving applications in consultation with the principal. All teachers are invited to participate by enrolling in classes at his or her discretion.

**Processes and Resources:** Teachers apply for admission to a University program or individual course. Once approved from the institution offering credits, the teacher then submits the proof of payment to the business office for full reimbursement.

**Finances:** Financing comes from several sources. For degree conferring programs, the largest source for funding remains in the Education budget of the Principal. This budget is approved by the Board of Trustees and the President each year.

**Rewards:** Increased knowledge and skills in the hands of teachers and administrators. New ideas are brought into the classroom and then shared through other professional development programs.

**Time (When/Length):** As stated previously, tenure is required in most cases, within five (5) years of hire. However, after completing a degree program, a teacher may continue to take courses related to the discipline taught. There is no time constraint for additional courses.

**Location (Space):** At the discretion of the teacher and administrator.

**Accountability/Assessment:** Prior to declaration of tenure, after five (5) years of service, the teacher is invited to express, through writing, how further education (Master's degree) has impacted the teacher in becoming a greater Ignatian educator.

P. Reid

Jesuit Sacramento - Caslin

**Thread: Professional**

**Subgroup: Individual**

**Foci: All**

**Program Title: Annual Professional Growth Plan Process**

**Contact Person/Office: Tim Caslin ( [caslint@jhssac.org](mailto:caslint@jhssac.org) )**

**School : Jesuit High School Sacramento**

**Program Description:** At the beginning of every school year, every teacher participates in the Professional Growth Plan process. The process is modeled after the IPP in that each teacher sets the context by describing how their previous year went, goes through the experience of reflecting on potential areas of focus or growth for the year ahead in the areas of the Grad at Grad, and writes some action goals for the year. Teachers have a conversation with their Department Chair about their goals (which sometimes leads to revision), and then these goals are forwarded to the supervising Assistant Principal. At the end of the year, teachers do a self-evaluation of their progress toward their goals and discuss this either with their Department Chair or (every other year) as part of a more extensive summative evaluation process with their Assistant Principal.

**Rationale:** The PGP program was developed to facilitate regular reflection modeled on the IPP and viewed through the lens of the Grad at Grad. It aims to help teachers be reflective practitioners in collaboration with their Chairs and Assistant Principals.

**Leadership:** The process is really driven by the individual teacher—both in the setting of goals and in their self-evaluation. Oversight is provided by the Principal, Assistant Principals, and Department Chairs.

**Implementation:** Admin Team in collaboration with the Department Chairs.

**Processes and Resources:**

**Finances:** There are no additional costs associated with this program.

**Rewards:** N/A

**Time (When/Length):** This version of the PGP process started at the beginning of the 2009 school year.

**Location (Space):** N/A

**Accountability/Assessment:** At the end of each annual cycle, the Admin Team and Department Chairs evaluate its effectiveness and make necessary adjustments. Department Chairs gather feedback from their department members in preparation for these evaluations.

St. Ignatius (Cleveland) - Buzzelli

**Thread: Professional**

**Subgroup: Individual/Group**

**Foci: 1-5 years, 6-15 years, 15 + years**

**Program Title: Faculty Continuing Education Reimbursement:**

**Contact Person/Office: School : Joseph Buzzelli, Chairman LPDC  
jbuzzelli@ignatius.edu; Principal Peter Corrigan  
pcorrigan@ignatius.edu**

**Program Description:** Reimburse full time faculty members the tuition of one course that (a) directly relates to the content taught by the faculty member or (b) is an education course taken for certification or professional development.

**Rationale:** Will encourage life-long learning and professional growth to faculty and staff beyond initial employment requirements

**Leadership:** The program was developed in consultation with faculty members (Association), the president, principal and board of regents approval

**Implementation:** All faculty must have an approved goals document on file (IPDP, Local Professional Development Committee approved) at the beginning of each school year

**Processes and Resources:** Joseph Buzzelli and LPDC, Peter Corrigan

**Finances:** Reimburse full time faculty members the full tuition of one course that (a) directly relates to the content taught by the faculty member or (b) is an education course taken for certification or professional development. Saint Ignatius High School will also reimburse one-half tuition for any additional courses taken in the same school year. Part-time teachers who have completed at least one full year at the school may

petition the Principal for a pro rata reimbursement based on the number of courses they teach.

**Rewards:** Teachers can advance levels on salary scale, receive professional recognition (National Board Certification, Master Teacher, Mentor)

**Time (When/Length):** Process began in the middle to late 1980's with discussion between faculty, administration and board members

**Location (Space):** Courses may be taken at any accredited post-secondary school. and activities can be taken at any approved institution or venue

**Accountability/Assessment:** Reimbursement in a given year may be requested once the course has been completed and the employee has received a passing grade.



Loyola School - Bolton

**Thread:** Professional

**Subgroup:** Individual

**Foci:** All faculty / staff

**Program Title:** Annual Professional Goal Setting

**Contact Person/Office:** Matt Bolton

**School :** Loyola School

**Program Description:** At the start of the school year, the headmaster asks each member of the faculty, staff, and administration to set three to five professional goals. Generally, at least one of these should be related to use of technology and another should be related to Ignatian teaching, spirituality, or mission. Some years, teachers might be asked to set a goal in an area that we are focusing on as a school, such as assessment or teaching to different learning styles. The headmaster meets with each teacher or staff member at the start of the year to talk about this goals document, and meets with each again at the end of the year to reflect together on their progress toward their goals.

**Rationale:** This practice encourages members of the adult community to grow and develop on a professional and personal level. It also gives each of us an opportunity to articulate ways in which larger school-wide goals—such as the integration of technology or the development of our Ignatian identity—play out on the level of the individual. Because teachers and staff members are setting goals for themselves within this larger framework, they have the scope and freedom to focus on issues that are of real concern to them.

**Leadership:** This program was developed and is implemented by our headmaster, Jim Lyness.

**Implementation:** Our headmaster holds all of these meetings himself. The small size of our school makes this possible. In a larger school, the headmaster might have assistant principals or department chairs help with the meetings.

### **Processes and Resources:**

**Finances:** Some of the goals that teachers set may tap into areas of the professional development budget. For example, a teacher may want to go to a conference, take a class, or participate in some other activity that draws on professional development funds. Other goals may not require any financing.

**Rewards:** This process allows teachers to set goals for themselves, and in many cases to draw on resources (financial or otherwise) that will allow them to improve in their professional roles.

**Time (When/Length):** Headmaster's initial letter or email regarding goal setting goes out in August. Faculty and staff must turn in their written goals during the first two weeks of school. The initial conversation about goals happens by the second week of October. The follow-up conversation takes place during the last four weeks of school.

**Location (Space):** Meetings take place in the headmaster's office.

**Accountability/Assessment:** The end of year meeting allows for accountability, and provides a place and time for the headmaster and the faculty and staff members to assess their progress over the course of the year.

St. Ignatius College Preparatory - Molinelli

**Thread:** Professional, Religious

**Subgroup:** Individual

**Foci:** All

**Program Title:** Faculty Development Board (FDB)

**Contact Person/Office:** Director of Professional Development

**School:** St. Ignatius San Francisco

**Program Description:** At the end of their fourth year of continuous employment, the Principal may invite faculty and other professional staff to participate in this professional growth and review process. Working initially with the Director of Professional Development, candidates complete a Reflection & Five-year Plan, consult with and receive feedback from the Assistant Principals, and meet with a Board of their peers (the FDB) to discuss their plans. The process culminates with a letter of commendations and recommendations to the Principal, including a tenure-term recommendation for faculty.

**Rationale:** The FDB process provides both the context and the means by which faculty/staff can systematically reflect upon and plan for their professional growth in all areas of school life (academic, co-curricular, spiritual).

**Leadership:** The Professional Development Director organizes and facilitates the process, while the Board Chair runs these meetings.

**Implementation:** This program was originally implemented in the late 1970s by the Principal, Assistant Principals, and key faculty leaders. It has evolved over the years, primarily with regard to the addition of several formal structures and feedback processes.

**Processes and Resources:** See "Finances" and "When/Length."

**Finances:** In order to facilitate about 20 meetings per year, the process requires significant investment of time from the Professional Development Director, the Assistant Principals, and faculty members who serve on the Board. Each of the five Board members also receives a moderate stipend for their work.

**Rewards:** For tenure-track faculty, the Board makes a tenure recommendation to the principal (maximum of 5 years). For non-tenure-track professional staff, the rewards are primarily intrinsic and include the affirmation and refinement of one's Five-year Professional Growth Plan.

**Time (When/Length):** On average, the entire process takes place over three-month period, sufficient enough for each candidate to develop her/his own Reflection and Five-year Plan, arrange multiple meetings with the Professional Development Director and three Assistant Principals, and meet with the Board for a two-hour meeting.

**Location (Space):** Meetings are held weekly (Monday afternoons) in the Principal's Conference Room.

**Accountability/Assessment:** The program is regularly assessed by surveying participants and by conducting a formal meeting at the end of each school year to debrief with the Principal and the Faculty Development Board.

U of D Jesuit High School - Shubnell

**Thread:** Professional

**Subgroup:** Individual

**Foci:** All levels

**Program Title:** “Lunchtime Series” Technology Training Sessions (In-house)

**Contact Person/Office:**

Dennis Shubnell (dennis.shubnell@uofdjesuit.org)

**School :**

U of D Jesuit High School and Academy

Detroit, MI

**Program Description:**

The “Lunchtime Series” Technology and Training Sessions are in-house programs offered for faculty and staff at U of D Jesuit and provide opportunities for faculty / staff for to develop the technological skills required to support a changing educational environment. Various topics have included – MOODLE, SmartNotebook, BLOGs and Blogging, TurnItIn, iPADS, Google Docs, Educational Technology, among others...

**Rationale:**

In a February 2011 recommendation from the Educational Technology Committee at U of D Jesuit, the “Lunchtime Series” was developed to address the following requirements for professional development in technology:

- Our professional development program must be focused. The time we have for professional development is limited and learners do not master

new skills when presented in short lessons with no support after the lesson as they work to master their new skills. To maximize benefits we must insure that our program keeps a strong focus.

- Our professional development program must be collaborative. Our faculty need the time and opportunity to share ideas and to grow together. Successful learning is rarely done in isolation.
- Our professional development program must result in changed practices that lead to student learning.
- Our professional development must include methods of assessment that answers the question “How will we know that the changed practices we have learned are leading to changed practices in the classroom and to improved student learning?” Assessments should not simply aim to measure whether faculty have obtained new knowledge
- Our professional development program must be sustained. Bringing in outside trainers or sending our staff to seminars is not likely to bring about the focus required nor will it provide the immediate support need to insure faculty are comfortable taking on the changes required. The addition of the Dean of Instructional Technology position will help support new initiatives.

### **Leadership:**

This program was developed by the principal and the Dean of Instructional Technology.

### **Implementation:**

The Dean of Instructional Technology is responsible for implementing the program and teaching the “Lunchtime Series” Technology Training Sessions.

### **Processes and Resources:**

Peter Guenther, Dean of Instructional Technology

### **Finances:**

A budget has been allocated for this program.

**Rewards:**

Lunch is often provided for participants.

**Time (When/Length):**

During 4<sup>th</sup>, 5<sup>th</sup> or 6<sup>th</sup> lunch periods. One to two programs are offered each month.

**Location (Space):**

An available classroom or computer lab.

**Accountability/Assessment:**

Following each “Lunchtime Series”, participants are required to complete an assessment of the program. Future sessions are developed based on interest or input from the surveys.

Faculty is assessed annually in regards to their understanding of technology its educational value by participating in an ISTE NETS-T survey provided by Atomic Learning. The Educational Technology Committee has established long and short-term benchmarks for performance in this area.

St. Louis University High School - Linhares

## **Faculty/Staff Evaluation Plan**

### **PDP Draft**

**Faculty/Staff Name:**

**Administrator:**

**Department Chair:**

**Date:**

### Some General Guidelines

A good PDP is not just a list of "things to do." Rather a good PDP will:

-Be *meaningful* to you.

- Serve your professional and spiritual *growth*. (Examples: Take a class, attend a conference, read a book, visit other schools, etc.)

- Be limited in scope and achievable in three years

- Include a clear rationale, a time line and the means of assessing its completion

### **A. 1st Activity or Focus**

Rationale: (Type in a brief explanation of why this area has been chosen)

1. Element one, timeline and criterion for assessment (for each element of each area/activity in the plan, include a timeline for completion and indicate how we will objectively assess that it has been completed.)

2. Element two timeline and criterion for assessment

3. Element three timeline and criterion for assessment, etc.



## **B. 2nd Activity or Focus**

Rationale:

1. Element one, timeline and criterion for assessment
2. Element two timeline and criterion for assessment
3. Element three timeline and criterion for assessment, etc.

## **C. 3rd Activity or Focus**

Rationale:

1. Element one, timeline and criterion for assessment
2. Element two timeline and criterion for assessment
3. Element three timeline and criterion for assessment, etc.

Date of submission of plan: \_\_\_\_\_

Administrator approval (signature) \_\_\_\_\_

Date \_\_\_\_\_

Gonzaga Preparatory School - Duchesne

**Thread:** Professional

**Subgroup:** Group

**Foci:** 0-15+ years

**Program Title:** Weekly Professional Development/Ignatian Formation Meeting

**Contact Person/Office/School:** Derek Duchesne, Gonzaga Preparatory School; dduchesne@gprep.com

**Program Description:** Weekly Professional Development/Ignatian Formation sessions offer faculty the opportunity to pursue higher levels and broader spectrums of instructional excellence. Gonzaga Prep provides faculty members with built-in time to collaborate departmentally as well as interdepartmentally in order to enrich student learning and teacher effectiveness. On mornings reserved for Ignatian formation, faculty members are given a variety of breakout sessions designed to enrich their personal formations as Ignatian Educators.

**Rationale:** Because limited time for professional development is a frustration for many teachers, Gonzaga Prep established a built-in, weekly opportunity for educators to gather with one another to discuss curriculum, instruction, and assessment, or to be instructed about various Professional Development tools for heightened effectiveness in the classroom. Additionally, it is our mission as educators at Gonzaga Preparatory School to understand our Ignatian roots in order to meaningfully bring that mission to life in our classrooms.

**Leadership:** These Professional Development and Ignatian Formation sessions are a result of the leadership of our administrators, our Professional Development Coordinator, and our Ignatian Formation Committee.

**Implementation:** Our Professional Development and Ignatian Formation Meetings have developed over time based on needs expressed both formally

and informally from Prep's faculty, staff, and administrators. Over the last several years, however, our meetings have been built into our Master Schedule and occur weekly.

**Processes and Resources:** Title II funding as well as compensated technology coordinators, Professional Development Coordinators, and Ignatian Identity Leaders have made this meeting time even more meaningful and focused for our faculty.

**Finances:** Gonzaga Prep employs a faculty member for one period a day as a Professional Development Coordinator. Additionally, Prep employs two faculty members to share responsibilities as Ignatian Formation Leaders. Faculty members are expected to attend weekly meetings as part of their contracts.

**Rewards:** Rewards for weekly meetings include heightened camaraderie, heightened trust in administration, and personal appreciation for investigational, and collaborative opportunities leading to faculty as decision-makers.

**Time (When/Length):** Tuesday mornings from 7:30am-8:45am are reserved for collaboration. As a result, the school day for students begins at 9am on Tuesdays.

**Location (Space):** Gonzaga Prep's campus, classrooms, and auditorium can be used for collaboration.

**Accountability/Assessment:** As a result of our weekly Professional Development/Ignatian Formation Meetings, we have found visible changes in curriculum planning, classroom management, and

preparation. Additionally, through the ISIS survey, administration and faculty have been able to receive feedback from parents and students alike.

St. Paul's High School - Lewin

**Thread:** Professional

**Subgroup:** Group/Community

**Foci:** Department/Local

**Program Title:** Evaluation of Extra- and Co-curricular Programs: Ignatian Principles and Guidelines

**Contact Person:** Bob Lewin

**Office:** Assistant Principal of Academics, [blewin@stpauls.mb.ca](mailto:blewin@stpauls.mb.ca)

**School:** St Paul's High School

**Program Description:** The program provides a framework for evaluating extra- and co-curricular programs using the JSEA Profile of a Graduate at Graduation.

**Rationale:** The program was developed to assist coaches and moderators with the process of evaluating their programs in the context of the principles of Jesuit education and to increase the intentionality of incorporating elements of the Grad at Grad into the extra- and co-curricular programs at the school.

**Leadership:** The framework was developed by the Ignatian Identity Team, made up of five members of faculty, through collaborative efforts with the entire faculty over the course of a school year.

**Implementation:** The framework was presented at a faculty meeting as a working document. Faculty members were asked to use the framework to evaluate their programs and develop growth initiatives to assist their programs in meeting the objectives of the Grad at Grad.

**Processes and Resources:** JSEA Profile of the Graduate at Graduation. Throughout the school year, coaches/moderators of programs made presentations at faculty meetings discussing how the program helps the

school achieve its educational mission and the degree to which the elements of the Grad at Grad profile are present in the program.

**Finances:** Costs incurred: 6 lunches for Ignatian Identity Team meetings; running two Inservice days in the school with lunch provided for all members of faculty and staff.

**Rewards:** Lunch provided during planning meetings. All members of faculty had the opportunity to provide input into the development of the framework for evaluating programs at the school.

**Time (When/Length):** The process began during the 2009 school year with presentations at faculty meetings. After all of the major programs in the school presented, the Ignatian Identity Team developed two Inservice days to facilitate discussion about evaluating programs in the context of the Grad at Grad. By June 2010, a working document with criteria for evaluating programs was presented to faculty. The following school year, the document was distributed to faculty and discussed in the context of the opening staff meeting for the school year.

**Location (Space):** Ignatian Identity Team meetings occurred in the school during the lunch period with lunch provided. Inservice days including all members of faculty took place in the school over the course of two days. About twenty minutes of each faculty meeting over the course of a school year were devoted to extra- and co-curricular program presentations.

**Accountability/Assessment:** Coaches/moderators are responsible for evaluating their programs using the framework that was developed. Growth areas may be discussed with the Principal or Director of Athletics, and may be part of the professional growth plan for a faculty member.

St. Xavier - Wiegele

**Thread: Professional**

**Subgroup: Individual/Group**

**Foci: All faculty; department teams**

**Program Title: Department Learning Teams**

**Contact Person/Office: Jen Wiegele [jwiegele@stxavier.org](mailto:jwiegele@stxavier.org)**

**School : St. Xavier High School, Cincinnati, OH**

**Program Description:** Department learning teams require all faculty to be part of a team within their academic department. Teachers have a course in common. Teams meet regularly to examine course outcomes, plan instruction, and evaluate student assessments.

**Rationale:** The goal is to improve student learning through focused evaluation of student work.

**Leadership:** The program is run by the principal, director of faculty services, and instructional coaches (one per academic department)

**Implementation:** See above.

**Processes and Resources:** Instructional coaches meet weekly to check team progress and provide direction. They also discuss professional development opportunities and options for each department.

**Finances:** Funding is allocated for various professional development opportunities as they arise. \$6000-8000 budgeted for consultant fees as needed

**Rewards:** Coaches are incentivized with reduced supervisory responsibilities. They are also provided lunch on meeting days.

**Time (When/Length):** The program in its current form began in 2010-2011.

**Location (Space):** Department teams meet in offices and classrooms. Teams meet 1-2 times every 3 weeks for one hour before school. The school day runs on a one-hour late start to accommodate the meetings.

**Accountability/Assessment:** Teams keep track of meeting times and what they do. A summary report is submitted to the principal at the end of the school year. The program is reviewed by the principal in consultation with the instructional coaches and the faculty services director.

Canisius High - Pecoraro

**Thread:** Professional

**Subgroup:** Individual/Group

**Foci:** All Faculty, All Departments

**Program Title:** iPad Technology Roll-out

**Contact Person/Office/School:** Eric Amodeo, [Amodeo@canisiushigh.org](mailto:Amodeo@canisiushigh.org)

**Program Description:** Currently, teachers have received Ipads for use in the classroom. Beginning Fall 2012 Ipads will be required for years 1-3 strongly suggested for year 4. By Fall 2013 Ipads required for all students. Teachers will be provided with ongoing live training in content specific groups, as well as ongoing individual continuing education sessions both online and with Educational Tech. Dept.

**Rationale:** To expand exponentially the immediate availability of information to teachers and students in the classroom.

**Leadership:** The program was developed by a variety of school administrators and Director of Educational Technology, in dialogue with faculty and student focus groups. Program falls under Director of Educational Technology who has secured a new hire to train faculty and administer help desk.

**Implementation:** 4 year process of waiting for the right device, with the right capacity, and retail symmetry. Once procured, Faculty rollout one semester and student rollout the next.

**Processes and Resources:**

Upgrade of current tablet computers found to be cost prohibitive. Ipad seemed a better fit:

Cost effective (for about \$600 students receive 1 ipad and 1 upgrade in 2 years, plus insurance.)



Longer battery life.

Light weight.

Walled garden of App Store (no inappropriate or pornographic apps) plus, Device can run MOBIC IP (internet safe browser that complies with the Internet Child Protection Act.)

Casper installed on all devices to manage what goes on them.

Wrote grant for 32 Ipad for a sign-out program.

Purchased Charging carts for charging and synching classroom sets (lone program)

Joined Volume purchasing program to secure ½ price apps.

Developed 45 minute initial un-boxing program and 6 month ongoing training program.

Infrastructure set up in school to roll out 1000 ipads.

**Finances:** \$160,000 outlay for teacher and lone ipads and staffing Department.

**Rewards:**

Community wide training.

Enhances teachers' ability to access information.

Reinforces *and* expands curriculum.

Extends the classroom.

Displaces some financial cost to school. (ie. Scantron)

Overall reduction in material line to family (e-textbooks are cheaper)

**Time (When/Length):** 2 year rollout

**Location (Space):**

Dept. office.

Charging stations.

Dedicated Help Desk space in library.

**Accountability/Assessment:** Ongoing training required in “Acceptable Use Contract”

Bellarmino Prep - O'Connor

**Thread:** Professional

**Subgroup:** Group

**Foci:** Team (1<sup>st</sup> yr teachers)

**Program Title:** New Teacher Mentoring

**Contact Person/Office:** Leslie Gould

**Program Description:** The new teacher mentor, through individual conferences, classroom observations, and group meetings, creates a collaborative relationship with each new teacher and is dedicated to bringing 1<sup>st</sup>-year teachers into the Bellarmine community and improving student learning in the new teacher's classroom.

**Rationale:** Too often new teachers feel isolated in their new professional environment. A mentor offers support, creates challenges, and facilitates the development of a professional vision as career Ignatian educators for all new teachers.

**Leadership:** New teacher mentor works with the principal to create and evaluate the program.

**Implementation:** New teacher mentor and principal

**Processes and Resources:** Works with Provincial Assistant for secondary schools in linking the first year mentoring with the second year teachers' retreat.

**Finances:** New teacher mentor stipend

**Rewards:** New teachers feel welcomed and supported; improved student learning in new teachers' classrooms

**Time (When/Length):** New teacher mentor observes new teachers once each quarter throughout first year; monthly meetings for all new teachers;

individual conferences as needed

**Location (Space):** The Bellarmine campus

**Accountability/Assessment:** New teacher mentor meets with principal 2-3 times a year to share observations of new teachers and discuss the direction and impact of mentoring program.

Strake Jesuit - Norkus

**Thread: Professional**

**Subgroup: Individual/Group**

**Foci: First year faculty**

**Program Title: New Teacher/ Mentor Program**

**Contact Person/Office: Mary Tarpey**

**School : Strake Jesuit**

**Program Description:** The New teacher mentoring program was created to facilitate the transition of our new teachers to our school community. Master teachers serving as mentors provide professional direction and support to a new teacher throughout the first year.

**Rationale:** All schools possess their own unique cultures and traditions. We have found that a smooth transition to the teaching profession in general and our institution in particular are very important to the future success of our teachers. The mentoring program was instituted to support our new teachers during their first year. Veteran teachers share their wealth of knowledge and resources with the newest members of their department.

**Leadership:** The program was developed by a number of school administrators and master teachers, including the Principal, assistant Principal and a number of department chairs.

**Implementation:** The program director conducts a workshop for mentors before the school year begins to prepare the master teachers for their assignment. Mentors meet once a quarter to report on the progress of the new teachers.

**Processes and Resources:** The mentors meet with the new teachers weekly to discuss topics that may include curriculum, lesson plan

**design, resources and classroom management issues. New teachers and mentors are expected to observe each other's classes.**

**Finances: A stipend equivalent to one class is allocated to the director of the program. Mentors are not financially compensated.**

**Rewards: Lunch is provided at all quarterly meetings for the mentors along with an end of year dinner.**

**Time (When/Length): The program was established in 2006 and is in its sixth year of operation. Quarterly meeting usually take place at lunch time or after school. The end of year review and evaluation is usually conducted at a local restaurant.**

**Location (Space): Training sessions and quarterly review meetings take place on campus.**

**Accountability/Assessment: The program is assessed by an end of year mentor evaluation meeting, new teacher evaluations, in addition to an end of year review conducted by the principal and the program director.**

Bellarmino College Prep -Torna

**Thread:** Professional

**Subgroup:** Individual/Group

**Foci:** Faculty in all stages of professional development

**Program Title:** iPad/UbD Faculty Group

**Contact Person/Office/School:** Lynne West, Bellarmine  
([lwest@lwest@bcp.org](mailto:lwest@lwest@bcp.org)), Sonia Torna, Bellarmine (storna@bcp.org)

**Program Description:**

**Project Objectives:**

- Participants engage in collaborative lesson development using the *Understanding by Design* process
- Participants develop media rich lessons to address their curricular goals using the iPad

**Rationale:** The program was developed to provide faculty in all stages of professional development experiences that include cross-departmental collaboration, curriculum-design practice, reflection, and accountability.

**Leadership:** The program was proposed and developed as an enhancement grant by a teacher leader who is a member of the instructional technology committee and a department chair with extensive experience in UbD curriculum design.

**Implementation:** Lynne West implemented the program in collaboration with administrators.

**Processes and Resources:** Lynne West, Sonia Torna (Assistant Principal for Instruction,) and Chris Cozort (Instructional Technology Specialist)

**Finances:** A total of \$10,000 has been allocated for the project.

**Rewards:** The school awarded iPads to fifteen participants for their participation in the project and \$100. Apple Store gift certificates to five participants who had already purchased an iPad.

**Time (When/Length):** The program began in the 2011-2012 school year.

**Location (Space):** Group met twice a month before and after school, depending on the needs of the group. Completed units are posted on Dropbox to facilitate peer-review and sharing with administrators.

**Accountability/Assessment:** The program has been assessed in a variety of ways: contract for participants agreeing to attend sessions and complete ubD units, unit peer-reviews throughout the process, and evaluation of the program by the assistant principal of instruction and the principal.



Loyola Academy - Gregg

**Loyola Academy:** Professional

**Program:** New Teacher Mentoring

**Thread:** Professional

**Subgroup:** Group

**Focus:** Teachers during their first year at Loyola Academy

**Rationale:** Program to increase connectedness of New teacher to school, and to increase effectiveness of new teachers in their classrooms

**Leadership:** Currently under direction of Assistant Principal for Academics. In future, under direction of Mentor Coordinator and Assistant Principal for Technology and Instruction.

**Implementation:** New teachers are required to attend New Teacher meetings after school approximately monthly. Mentors are nominated by Department Chairs and are department specific. Mentors also run the New Teacher Meetings.

**Processes and Resources:** n/a

**Finances:** n/a

**Rewards:** n/a

**Time:** During the school year. Monthly after school for new teacher meetings and weekly meetings one on one with Mentor. Mentor also observes new teacher and provides feedback. New teacher must also observe other teachers and reflect 60 minutes a month

**Location:** Loyola Academy

**Accountability:** Participants hand in documents to Mentor Coordinator to show participation. Attendance is taken at New Teacher meetings.

**Saint Ignatius College Prep - Tyrrell**

**Thread: Professional**

**Subgroup: Community**

**Foci: All**

**Program Title: Students with Special Needs Speaker Series**

**Contact Person/Office: Sharon Byrne**

**School : Saint Ignatius College Prep**

**Program Description:**

Once per quarter, guest speakers are invited to school to provide teachers with resources and support for helping students with special needs, differentiating instruction and understanding the pressures teenagers face.

**Rationale:** Considering our limited resources for students with different learning abilities, these professionals offer new perspectives, strategies for teaching and other resources for understanding the difficulties some students face.

**Leadership: Guidance Department Chair**

**Implementation:** The counseling department chair proposed the speaker series and submitted a proposal for the program and has arranged for the speakers, food service and feedback surveys.

**Processes and Resources:** Sharon Byrne, our Counseling Department Chair, asks teachers for suggestions and invites professionals from various educational fields. They come during an all-school free period, present for an hour and provide materials.

**Finances:** \$1,000.00 for food for faculty, honorarium for speakers (which is usually donated back to the school)

**Rewards: Information, resources and ideas for teachers to help struggling students**

**Time (When/Length): 4x / year, one hour**

**Location (Space): 5 th floor balcony (space that seats around 60)**

**Accountability/Assessment: Surveys are sent out to faculty for feedback and suggestions for the next year's speakers**

Rockhurst High School - Owsley

**Program Title:** Art of Teaching

**Contact Person/Office:** Tom Norman and Jerry Goben

**Thread:** Professional

**Subgroup:** Community

**Foci:** Sharing of Best Practices

**Program:** Three or four times per semester, faculty are invited to eat some food from 7:45am – 9:00 am and listen to a fellow colleague speak about one of their ‘best practices’ in education. Discussion then follows the short presentation. Topics vary based on the presenter and the goals of the AofT team. *First and Second year faculty are required to attend.*

**Rationale:** There is a tremendous amount of talent in the building. It is important that the school sets aside time in order to share those talents amongst each other.

**Leadership:** The AofT team is composed of four faculty members. The team meets five or six times per year to organize the presentations.

**Implementation:** The AofT team asks different colleagues to present. One of the team members organizes details regarding technology, another regarding food and drink, another regarding the presentation itself with the given presenter. Another team member video tapes the presentation and posts the video online so that faculty who were unable to attend still has access to the discussion.

**Processes and Resources:** The presenters are asked about six weeks or more ahead of time to present. Many of the details are worked out the week of the presentation. The Mother’s Club resource is used in order to take care of food.

**Finances:** There is no official budget for the program. All of the team members volunteer their time.

**Rewards:** The experience of sharing our best practices is the reward. There is also positive community formation occurring during the discussion.

**Time (When/Length):** Three or four Fridays per semester. 7:45am – 9:00am during the Late Start days when first period begins at 9:10am.

**Location (Space):** The old Jesuit Residence attached to the building which includes a kitchen and dining room. Breakfast is served buffet style. Then the attendees go into a separate furnished room to discuss the topic and listen to the presenter.

**Accountability:** Attendance is taken in order to keep track of the first and second year faculty members. Otherwise, attendance is optional.

Brophy Prep - Walsh

**Thread: Professional**

**Subgroup: Individual**

**Foci: All Faculty**

**Program Title: Professional Development Portfolio**

**Contact Person/Office: Seamus Walsh / Admin**

**School: Brophy College Prep. [swalsh@brophyprep.org](mailto:swalsh@brophyprep.org)**

**Program Description:** The Portfolio process is an amalgam of goal-setting, data collection, professional development movements (e.g. observing another teacher each semester, attending a conference or reading a book or such related to the profession, etc.) and reflection for all teaching faculty, counselors, and administrators, and each Portfolio is given feedback at the end of the year, if not both during and at the end.

**Rationale:** The Portfolio process offers a structure to guide community members through professional development opportunities and goal-setting; to engage in the IPP components of pre-lection, context, experience, reflection, and hopefully action; and to provide a lasting artifact (document) that helps community members remember where they've been, what they've worked on, how students have seen them and their courses, etc.

**Leadership:** Disseminated and collected by the administrative offices and, ideally, department chairs.

**Implementation:** Pretty simple. Disseminate the document and have benchmark dates wherein updates are expected and the digital document is collected.

**Processes and Resources:** At this point it's a Word document for a variety of reasons, but any platform that works for a school would do.

**Finances:** Don't cost nothing.

**Rewards:** It facilitates a great many things, and provides a time capsule of sorts. So instead of lots of products that deal with a teacher's year (student evaluations, goals, reflections on progress, observations of other teachers, etc.), they're all batched in the same place, they promote reflective practice, they're easily shared with others, and teachers can always look back and see where they've been.

**Time (When/Length):** Begins at the beginning of the year meetings, and is sent to administration by the end of the year-end meetings.

**Location (Space):** Digital.

**Accountability/Assessment:** Each teacher receives a lengthy administrative reflection of both the quantity and the quality of components in June or July of the year thereafter.

**Brebeuf - LaMaster**

**Thread: Professional**

**Subgroup: Community**

**Foci: Local**

**Program Title: Delayed Opening Learning Communities**

**Contact Person/Office:**

**School : Jen LaMaster, Brebeuf Jesuit Preparatory School  
(jlamaster@brebeuf.org)**

**Program Description:**In 2010-11, Brebeuf began a series of delayed opening learning communities. In year one (2010-11), communities were created on topics such as Brain Based Teaching, Research in 21<sup>st</sup> Century and the IPP. Individuals self-selected learning communities. Two departments, Math and Religious Studies, chose to work as departments as academic learning communities. Each group met 6 times through course of school year.

In 2011-12, focus of the learning communities shifted to departmental curriculum design. For 4 of the delayed openings, each department met during the delayed opening time to collaborate on creating essential skills and common assessments. Non-academic departments met to work on strategic plan initiatives. Delayed openings 5 and 6 are for whole school development – one for a spiritual practice and one for cultural competency. These last two will be led by outside speakers.

Delayed Openings are scheduled in the master calendar. Classes begin one hour after regular starting time. Schedule runs on modified times for rest of the day.

**Rationale:** The program was designed to provide faculty and staff time for collaborative work in the normal school day to collaborate and explore topics of interest.



**Leadership:** The VP for Academics leads the organizational charge with support from Department Chairs, Director of Faculty Development, VP for Student Life and VP for Mission and Identity.

**Implementation:** The VP for Academics brought the idea of professional learning communities to Department Chairs in 2009-10. VP for Academics, Director of Faculty Development and several Department Chairs went to Solution Tree sponsored workshops to learn about PLCs and processes for implementation. We then took these “out of the box” ideas and modified to meet our needs.

**Processes and Resources:** Greg VanSlambrook (VP for Academics). Lots of local talent.

**Specific Titles in Professional Development Library for 2011-12:**

Gareis, Christopher and Leslie Grant. *Teacher-Made Assessments* . (2008)

Graham, Parry and William Ferriter. *Building a Professional Learning Community at Work* (2010)

Langer, Georgea, Amy Colton and Loretta Goff. *Collaborative Analysis of Student Work* . (2003)

Thompson, Robin, Laurie Kitchie and Robert Gagnon. *Constructing an Online Professional Learning Network for School Unity and Student Achievement* (2011)

**Finances:** Professional development budget covered workshops, outside speakers and print resources.

**Rewards:** A nice morning of collaboration with coffee and doughnuts/bagels provided! Low stress curriculum work!

**Time (When/Length):** Discussion began in 2009-10. First year implementation 2010-11. Continued due to success in 2011-12. On the calendar for 2012-13.

**Location (Space):** Department centers and meeting rooms.

**Accountability/Assessment:** Department Chairs report to VP for Academics.

DeSmet - Musso

**Thread:** Professional

**Subgroup:** Individual/Group

**Foci:** All Teachers After Second Year

**Program Title:** Feedback & Evaluation Program for Teachers

**Contact Person/Office/School:** Peter Musso, AP, Staff Development, De Smet Jesuit [pmusso@desmet.org](mailto:pmusso@desmet.org)

**Program Description:**

**Premise:**

Each teacher has the opportunity for formal formative and summative/evaluative feedback and evaluation once every two years.

**Description:**

The Feedback and Evaluation process uses De Smet Jesuit's *performance standards* to allow an individual teacher to view his or her professional responsibilities & school responsibilities from different perspectives, reflect, receive written and oral feedback, and react to that feedback through writing and in ongoing conversations with both department chair and administrator.

The *performance standards* are supported by (The Profile of the Graduate at Graduation Tenants, The De Smet Jesuit Profile of the Ignatian Educator, and the JSEA Profile of the Ignatian Educator).

Documented information from the process is used to inform the individual teacher and contribute to the summative/evaluative report completed by the administration toward the end of the process. First and second year teachers, who are involved in the new teacher program called the *Excellence in Teaching Program*, do not participate in this process.

Administration is responsible for facilitating the overall process and final summary/evaluation, while department chairs contribute observation insights and notes to this process (formation). Feedback and evaluation pieces include: Cognitive Coaching conversations, classroom visits and observations (3-5, scripted and rubric evaluated), surveys (student and parent), self-reflection responses, PGP integration, Administrator Summative/Evaluative Reports, and Portfolio.

**Rationale:**

The program was initially developed to provide faculty formative feedback for the purpose of improving classroom instruction to increase student achievement. Continuous improvement (through faculty suggestions) has allowed the process to evolve to include a more evaluative piece.

**Leadership:**

The program was developed by a variety of school administrators and faculty: principal, assistant principals, and department chairs.

**Implementation:**

The assistant principal for staff development implements the program in collaboration with department chairs and other administrators.

**Processes and Resources:**

Pete Musso, Ron Rebore, Mike Dressler, Greg Densberger, Department Chairs, Teachers

**Finances:** NA**Rewards:**

A report (ASR – Administrator Summative Report) is generated by the administrator toward the end of this process that (a) summarizes the process, (b) acknowledges commendations, (c) makes recommendations and suggestions for growth (based upon the *performance standards*).

**Time:****When****Length**

The program began in 2009, with our first two-year cycle. 2011-2012 marks the first year of cycle two.

**Location**

**Space:** NA

**Accountability/Assessment:****Continuous Improvement:**

During and after cycle one, department chairs and the professional development committee held conversations that led to evaluation: program strengths and challenges. At the end of cycle one, start of cycle two, we began to think about *continuous improvement* changes: adding a parent survey and adding a professional *performance standards* piece, which prompted several on-going changes to the process:

Moving from formative to formative and summative/evaluative.

Move from using only scripting to using combination of scripting and rubric during class visits.

Increase class visits from 1 to 4-6 (administrator):

First is (somewhat) scheduled

Rest are Walk-Throughs (not necessarily staying entire period)

Role of department chair is consultative (to administrator)

and formative (to colleague being evaluated)

Administrator has conversation with chair relative to those being evaluated.

Increase in consistency of written documents (only one administrator doing this).

*Performance standards* document is a prompt at the start of the process and used in “planning conversations” at the beginning. Look at the standards. What are two that you excel in? Where to challenges emerge for you in your teaching? How would you evaluate yourself on this rubric?

Loyola Blakefield - Flanigan

**Thread:** Personal

**Subgroup:** Personal

**Foci:** All employees

**Program Title:** Challenge Program

**Contact Person/Office:** John Weetenkamp, Director of Ignatian Mission and Identity

**School:** Loyola Blakefield

**Program Description:**

The Challenge Program is based on a prayer book written by Fr. Mark Link, SJ. It provides a way for busy people to experience Ignatian prayer and reflection following the major themes of the Spiritual Exercises of Ignatius. This program involves about ten minutes of daily reading and reflection and a 40-minute period of conversation with other colleagues once a week for 36 weeks. The program provides an introduction, as well as an opportunity for an appreciation of our Ignatian vision. One does not need to be Catholic to participate.

**Rationale:**

In response to the call of General Congregation 35 to have collaboration at the heart of a Jesuit school's mission, the Challenge Program is designed to build a community of lay collaborators who are well-versed in the teachings of St. Ignatius.

**Leadership:**

John Weetenkamp, Director of Ignatian Mission and Identity; Fr. Joseph Michini, S.J., Chaplain.

**Implementation:**

An orientation day followed by 36 weeks of reflection and prayer during the school day.

**Processes and Resources:**

The Director of Ignatian Mission and Identity convenes the Challenge group weekly for 36 weeks. 40-minute small group discussion based on their prayer experience and scripture reflection.

**Finances:**

Challenge books are purchased through the Mission and Identity Budget

**Rewards:**

Participants experience some of the fruits of the Spiritual Exercises and understand the importance of and are able to “live the fourth.”

**Time (When/Length):**

36 weeks.

**Location (Space):**

Training takes place on campus.

**Accountability/Assessment:**

Self assessment

**Loyola Blakefield Tablet PC Training Seminar June 8-9, 2011**

**Time**

**Wednesday**

**Time**

**Thursday**



**7:45**

**8:00**

**8:30**

Burk 16

**Trainer Planning Meeting**

**Refreshments**

**Welcome and Tablet Nuts and Bolts**

Tablet Dissemination, First Logins, Contracts

**7:45**

**8:00**

**8:30**

Burk 16Bu

**Trainer Planning Meeting**

**Refreshments**

**Welcome, Technical Issues, Goals for Day 2**

**9:00**

Burk 16

**Fujitsu Tablet 101**

Anatomy, Features, Settings and Customizing Your Tablet

**8:45**

Burk 16

## **OneNote Introduction and Basics**

**10:00**

Burk 16

## **Getting Comfortable with Your Tablet PC: Inking in Word**

**10:00**

Burk 16

**10:50**

## **Experienced Users Share Various OneNote Uses**

Break

**10:55**

**11:05**

Burk 16

*Break*

## **Tablet Logistics (Use at Home & School)**

Use at home will be discussed (connecting to home network, file sync, filters at home, Citrix, and more)

**11:00**

**TBD**

## **Interest Based Choice Session #1** Topics to Include:

More OneNote

Office Inking (Word, PPT, Outlook, Snipping Tool)

Windows Journal Sandbox Time

**12:00**

**Lunch:** Sandwiches from Eddie's

**12:40** Burk 16

**Getting Comfortable with Your Tablet PC: Inking in Outlook**

**12:30**

**Lunch:** Pizza from Pasta Mista

**1:00**

Burk 16

**Getting Comfortable with Your Tablet PC: Inking in PPT**

**1:15**

Burk 16

**Reflection, Sharing and Follow Up**

**2:00**

Burk 16

**2:30**

**2:40**Burk 16

**3:45**

**Getting comfortable with Your Tablet PC: Snipping Tool**

Break

## **Windows Journal**

Wrap up, Survey and Feedback, and Homework Reminders

**1:45**

**TBD**

**Interest Based Choice Session #2** Topics to Include:

More OneNote

Even More OneNote (prerequisite “More OneNote” AM session)

Office Inking (Word, PPT, Outlook, Snipping Tool)

SMART / Tablet Integration Sandbox Time

**4:00-4:45**

Trainer debrief and planning meeting.

**3:45**

Wrap up, Resources, Next Steps, Survey Happy Summer \*

Jesuit Portland - Love

**Thread: PROFESSIONAL**

**Subgroup: COMMUNITY**

**Foci: REGIONAL**

**Program Title: Oregon Province Ignatian Educator Formation program for 2 nd year teachers**

**Contact Person/Office: Cindy Reopelle (PASE), Provincial's Asst for Secondary Schools**

**Program Description:** The Secondary School Commission of the Oregon Province sponsors this Ignatian formation program for all faculty in their second year at their Jesuit school. The context of St. Ignatius and the Ignatian Pedagogical Paradigm (IPP) is presented with opportunities for small and large group discussion. Visits to St. Andrew Nativity School and Jesuit High School are included.

**Rationale:** Second year teachers have survived the first year at their Jesuit school and are ready for the next stage in their professional and spiritual formation as an Ignatian Educator. The program is designed with the IPP as its focus.

**Leadership:** The program was developed by the PASE in collaboration with representatives from each of the four high schools in the province.

**Implementation:** PASE and facilitators from each school.

**Processes and Resources:** Provincial (when available), Provincial's Assistant for Secondary Education, Provincial's Assistant for Pastoral & Social Ministries, Faculty Facilitators from participating schools, and support from Secondary School Commission.

**Finances:** Approximate cost per person staying overnight and driving from out of town is \$300. Airfare is covered by professional development grant money.

**Rewards:** Meals, opening night social, visit to St. Andrew Nativity School and Jesuit High School, networking within the province.

**Time (When/Length):** The program began in 2006 as a 2½ day session in the spring, starting with dinner on a Wednesday night and ending with lunch on the following Friday.

**Location (Space):** The program is held at the Loyola Jesuit Spirituality Center at the OR Province office in Portland. Participants from Spokane, Seattle and Tacoma are provided overnight accommodations on site.

**Accountability/Assessment:** A written survey is given at the end of the last session of the program. Facilitators use the feedback for planning for the next year.